



ENGAGE SEATTLE ORGANIZING TRAINING

Day 1: The teachings of Marshall Ganz

SEATTLE, WA

SPONSORED BY THE OFFICE OF MAYOR MIKE MCGINN



ACKNOWLEDGEMENTS

This training material has been adapted by Esther Handy and Sol Villarreal for use by the City of Seattle.

We welcome your suggestions for improving this guide further for future trainings. We also welcome you to use it and adapt it for your own trainings, subject to the restrictions below.

This workshop guide has been developed over the course of many trainings by Nisreen Haj Ahmad, Liz Pallatto, Joy Cushman, Jake Waxman, Devon Anderson, Rachel Anderson, Adam Yalowitz, Kate Hilton, Lenore Palladino, New Organizing Institute staff, MoveOn Organizers, Center for Community Change staff, Jose Luis Morantes, Carlos Saavedra, Sean Thomas-Breitfeld, Shuya Ohno, Petra Falcon, Michele Rudy, Hope Wood, and many others.

RESTRICTIONS OF USE

The following work [this workshop guide] is provided to you pursuant to the following terms and conditions. Your acceptance of the work constitutes your acceptance of these terms:

- You may reproduce and distribute the work to others for free, but you may not sell the work to others.
- You may not remove the legends from the work that provide attribution as to source (i.e., “originally adapted from the works of Marshall Ganz of Harvard University”).
- You may modify the work, provided that the attribution legends remain on the work, and provided further that you send any significant modifications or updates to marshall_ganz@harvard.edu or Marshall Ganz, Hauser Center, Harvard Kennedy School, 79 JFK Street, Cambridge, MA 02138
- You hereby grant an irrevocable, royalty-free license to Marshall Ganz and their successors, heirs, licensees and assigns, to reproduce, distribute and modify the work as modified by you.
- You shall include a copy of these restrictions with all copies of the work that you distribute and you shall inform everyone to whom you distribute the work that they are subject to the restrictions and obligations set forth herein.

If you have any questions about these terms, please contact marshall_ganz@harvard.edu or Marshall Ganz, Hauser Center, Harvard Kennedy School, 79 JFK Street, Cambridge, MA 02138.

PEOPLE, POWER, AND CHANGE

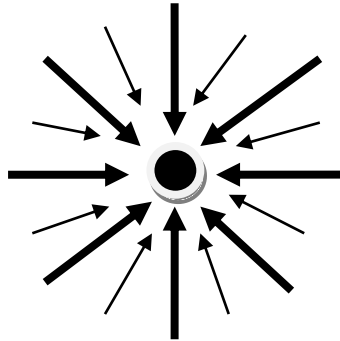
A new leadership model

PEOPLE, POWER, AND CHANGE

What is Leadership?

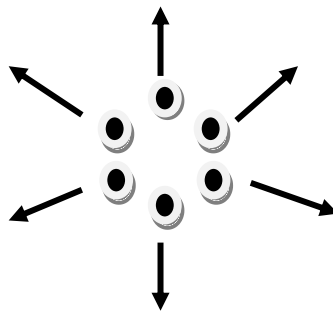
Leadership is taking responsibility for enabling others to achieve shared purpose in the face of uncertainty. The strength of a movement grows out of its commitment to develop leadership.

Sometimes we think leadership is about being the person that everyone goes to:



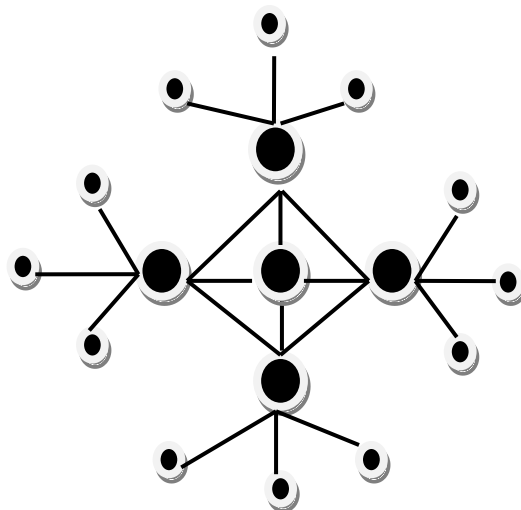
How does it feel to be the dot in the middle of all those arrows? How does it feel to be one of the arrows that can't even get through? And what happens if the "dot" in the middle should disappear?

Sometimes we think we don't need leadership at all because "we're all leaders", but that looks like this:



Who's responsible for coordinating everyone? And who's responsible for focusing on the good of the whole, not just one particular part? With whom does the "buck stop"?

Another way to practice leadership is like this “snowflake”: leadership is built by developing other leaders who, in turn, develop other leaders, all the way “down”. Although you may be the “dot” in the middle, your success depends on developing the leadership of others, and being able to develop leaders from many diverse backgrounds will make your movement even stronger.



What is Organizing?

Organizing is a form of leadership that enables a constituency to turn its resources into the power to make change based on the recruitment, training, and development of leadership. In short, it is about equipping people (constituency) with the power (story and strategy) to make change (real outcomes).

PEOPLE: organizing a constituency

The first question an organizer asks is not “what is my issue” but “who are my people” – who is my constituency? A constituency is a diverse group of people who are coming together to assert their own goals. Organizing is not only about solving problems. It is about the people with the problem mobilizing their own resources to solve it . . . and keep it solved. In order for that to happen, people who are affected by the problem must design and execute the solution.

POWER: what is it, where does it come from, how does it work?

Dr. Martin Luther King, Jr. described power as the “ability to achieve purpose.” It is the capacity we can create if your interest in my resources and my interest in your resources gives us an interest in combining resources to achieve a common purpose (power with). But if your interest in my resources is greater than my interest in your resources I can influence our exchange more than you (power over). So power is not a thing, quality, or trait – it is the influence created by the relationship between interests and resources. You can “track down the power” by answering four questions:

1. What are the interests of your constituency?
2. Who holds the resources needed to address these interests?
3. What are the interests of the actors who hold these resources?
4. What resources does your constituency hold which the other actors require to address their interests?

Our power comes from people—the same people who need change can organize their resources into the power they need to create change. The unique role of organizing is to enable the people who need/want the change to create the change themselves, because that changes the causes of the problem (powerlessness in one form or another), not only the problem.

So organizing is not only a commitment to identify more leaders, but also a commitment to engage those new, diverse leaders in the process of building the power to create the change we need in our lives. Organizing power begins with the commitment by the first person who wants to make it happen. Without this commitment, there are no resources with which to begin. Commitment is observable as action. The work of organizers begins with their acceptance of the responsibility to challenge others to do the same.

CHANGE: what kind of change can organizing make?

Change is specific, concrete, and significant. It requires focusing on a goal that will make a real difference that we can see. It is not about “creating awareness,” having a meaningful conversation, or giving a great speech. It is about specifying a clearly visible goal, explaining why achieving that goal can make a real difference in meeting the challenge that your constituency faces, and then motivating others to join you in taking action to achieve that goal.

Five Organizing Practices

Organizing people to build the power to make change is based on mastery of five key leadership practices. These five practices can change individuals, how their groups operate, and how the world looks, feels, and is.

DISORGANIZATION	LEADERSHIP	ORGANIZATION
Passive	Shared Story	Active
Divided	Relational Commitment	United
Drift	Clear Structure	Purpose
Reactive	Creative Strategy	Initiative
Inaction	Effective Action	Change

1. Creating Shared Story:

Organizing is rooted in shared values expressed as public narrative. Public narrative is how we communicate our values through stories, bringing alive the motivation that is a necessary precondition for changing the world. Through public narrative, we tell the story of why we are called to leadership (“story of self”), the values of our community that call us to take leadership (“story of us”), and the challenges to those values that demand immediate action (“story of now”). Values-based organizing—in contrast to issue-based organizing—invites people to escape their “issue silos” and come together so that their diversity becomes an asset, rather than an obstacle. And because values are experienced emotionally, people can access the moral resources – the courage, hope, and solidarity - that it takes to risk learning new things and explore new ways of doing things. By learning how to tell a public narrative that bridges the self, us, and now, organizers enhance their own ability to enact change and create trust and solidarity within their campaign, equipping them to engage others far more effectively.

2. Creating Shared Relational Commitment:

Organizing is based on relationships and creating mutual commitments to work together. It is the strength of the relationships in a group—not the number of people in that group—that makes the whole greater than the sum of its parts. By building relationships with others from different

backgrounds we can learn to recast our individual interests as common interests, allowing us to envision objectives that we can use our combined resources to achieve. And because it makes us more likely to act to assert those interests, relationship building goes far beyond delivering a message, extracting a contribution, or soliciting a vote. Relationships built as a result of one on one meetings and small group meetings are rooted in commitments people make to each other, not simply commitment to an idea, task, or issue. They break down barriers between groups and individuals and create the foundation of local campaign teams.

3. Creating Shared Structure

A team leadership structure leads to effective local organizing. Volunteer efforts often flounder due to a failure to develop reliable local leaders who are trusted members of their communities. Structured leadership teams encourage stability, motivation, creativity, and accountability – and they also use volunteer time, skills, and effort more effectively. They create a structure which allows organizers and volunteers to see the direct, measurable impact of their own work. Team members work to put in place five conditions that will lead to effectiveness – real team (bounded, stable and interdependent), engaging direction (clear, consequential and challenging), enabling structure (work that is interdependent), clear group norms, and a diverse team with the skills and talents needed to do the work.

4. Creating Shared Strategy

Although based on broad values, effective organizing campaigns learn to focus on a clear strategic objective, a way to turn those values into action and to unleash creative deliberation; e.g., elect Barack Obama President, desegregate buses in Montgomery, get to 100% clean electricity, etc. City-wide campaigns locate responsibility for city-wide strategy at the top (or at the center), but are able to “chunk out” strategic objectives in time (deadlines) and space (neighborhoods) as a campaign, allowing significant local responsibility for figuring out how to achieve those objectives. Responsibility for strategizing local objectives empowers, motivates and invests local teams. This dual structure allows the movement as a whole to be relentlessly well oriented *and* fosters the personal motivation of volunteers to be fully engaged.

5. Creating Shared Measurable Action

Organizing outcomes must be clear, measurable, and specific if progress is to be evaluated, accountability practiced, and strategy adapted based on experience. Possible examples of such measures include volunteers recruited, money raised, people at a meeting, voters contacted, pledge cards signed, laws passed, etc. Although electoral campaigns enjoy the advantage of very clear outcome measures, any effective organizing drive must come up with the equivalent. Regular reporting of progress to goal creates opportunities for feedback, learning, and adaptation. Training is provided for all skills (e.g., holding house meetings, phone banking, etc.) needed to carry out the program. Online tools may help enable reporting, feedback, coordination. It should always be clear to individuals, groups, and the campaign as a whole, how you are progressing towards the goal.

Learning Organizing

Organizing is a practice – a way of doing things. It's like learning to ride a bike. No matter how many books you read about bike riding, they are of little use when it comes to getting on the bike. And when you do get on, the first thing that will happen is that you will fall. And that's where the "heart" comes in. Either you give up and go home or you find the courage to get back on, knowing you will fall, because that's the only way to learn to keep your balance. Each of our sessions will follow the same pattern: explanation, modeling, practice, and debriefing.

Our workshop is also organized as a campaign - a way of mobilizing time, resources, and energy to achieve an outcome – time as an "arrow" rather than a "cycle." Thinking of time as a "cycle" helps to maintain routines, normal procedures, our annual budget, etc. Thinking of time as an "arrow" focuses on making change, on achieving specific outcomes, on focusing our efforts. A campaign is time as an "arrow". It is an intense stream of activity that begins with a foundational period, builds to a kick-off, builds to periodic peaks, and culminates in a final peak, followed by a resolution. Our workshop will follow the same

pattern, each practice, building on what went before, and creating a foundation for what comes next.



CREATING SHARED STORY:

Story of Self

Why am I here?

INTRODUCTION TO PUBLIC NARRATIVE & STORY OF SELF

Goals for this session:

- * To learn the basics of how public narrative works: values, emotion & story structure
- * To learn criteria for an effective story of self and coach others on improving their storytelling
- * To practice and get feedback on your story of self

Public narrative as a leadership practice.

Leadership is about accepting responsibility for enabling others to achieve shared purpose in the face of uncertainty. Public narrative is how we learn to access the moral resources – the courage – to make the choices that shape our identities, as individuals, as communities, and as nations.

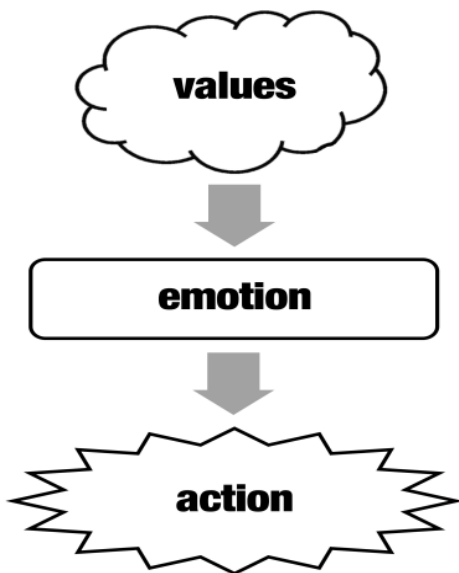
Each of us has a compelling story to tell.

Each of us can learn to tell a story that can move others to action. We each have stories of challenge, or we wouldn't think the world needed changing. And we each have stories of hope, or we wouldn't think we could change it. As you learn this skill, you will learn to tell a story about yourself (story of self), the community with which you're organizing (story of us), and the action required to create change (story of now). You will learn to both tell your story and listen to and provide feedback on the stories of others.

Why use public narrative? Two ways of knowing (And why we need both!)

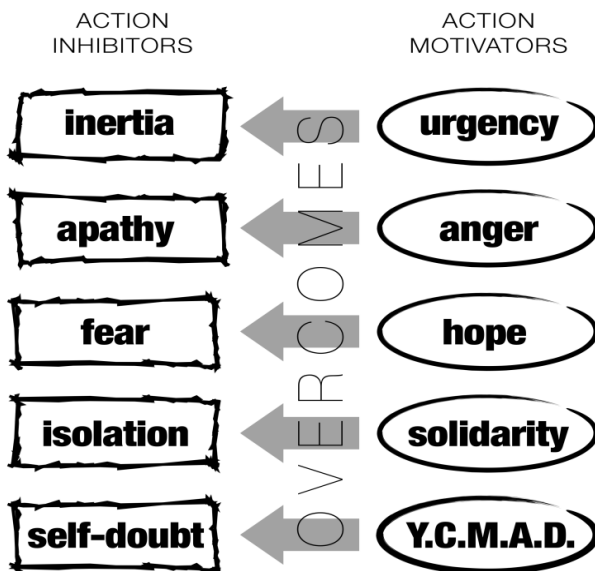
Leadership requires engaging the “head” and the “heart” to engage the “hands”—mobilizing others to act together purposefully. Leaders engage people in interpreting why they should change their world (their motivation) and how they can act to change it (their strategy). Public narrative is the “why”—the art of translating values into action through stories.





The key to motivation is understanding that values inspire action through emotion.

Emotions inform us of what we value in ourselves, in others, and in the world. And it is through emotion that we can move others to act. Stories enable us to communicate our feelings of what matters, not only our ideas of what matters. Because stories allow us to express our values as lived experience instead of as abstract principles, they have the power to move others. In crafting the different elements of your public narrative (story of self, story of us, story of now), it's important to consider who your audience is.



Some emotions inhibit action, but other emotions facilitate action.

The language of emotion is the language of movement—they actually share the same root word. Mindful action is inhibited by inertia, fear, self-doubt, isolation, and apathy. Action is facilitated by urgency, hope, YCMAD (you can make a difference), solidarity, and anger. Stories enable us to mobilize the emotions that encourage mindful action to overcome the emotions that inhibit it.

Public narrative combines a story of self, a story of us, and a story of now.



Public Narrative

By telling a “story of self” you can communicate the values that have called you to leadership.

Public leaders face the challenge of enabling others to understand the values that motivate them to lead. Effective communication of motivating values can create trust, empathy, and understanding. Without it people will infer our motivations, often in ways that can be very counterproductive. Telling our story of self can help establish firm ground upon which to lead, collaborate with others, and discover common purpose.

Every one of us has a compelling story of self to tell. We all have people in our lives—parents, grandparents, teachers, friends, colleagues—whose stories of challenge influence our own values. And we all have made choices in response to our own challenges that shape our life’s path—confrontations with pain, moments of hope, calls to action.

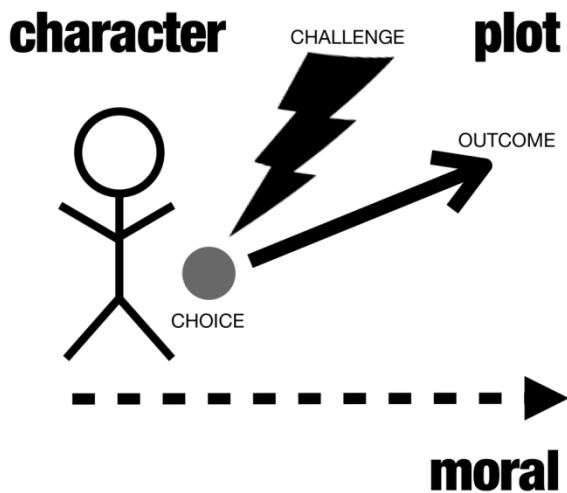
The key is to focus on our choice points, those moments in our lives when we experienced the influence of our values on the choices we made that have shaped who we have become. When did you first care about being heard? When did you first experience injustice? When did you feel you had to act? Why did you feel you could? What were the circumstances – the place, the colors, sounds – what did it look like? The power in your story of self is to reveal something of those moments that were deeply meaningful to you in shaping your life’s trajectory – not your deepest private secrets, but the events that shaped your public life. Learning to tell a good story of self demands the *courage of introspection* – and of sharing some of what you find.

By telling a “story of us” you can communicate values that can inspire others to act in concert by identifying with each other – not only with you.

Just as with a story of self, key choice points in the life of a community – its founding, crises it faced, or other events that everyone remembers - are the moments that express the values that it shares. Consider stories of experiences that members of your group have shared, especially those that held similar meaning for all of you. The key is to focus on telling a specific story about specific people at a specific time that can remind everyone – or call to everyone’s attention – values that you share against which what is going on in the world can be measured. Telling a good story of us requires the *courage of empathy* – to consider the experience of others deeply enough to take a chance of articulating that experience.

By telling a “story of now” you can communicate an urgent challenge we are called upon to face, the hope that we can face it, and choices we must make to act.

A story of now requires telling stories that bring the urgency of the challenge you face alive – urgent because of a need for change that cannot be denied, urgent because of a moment of opportunity to make change that may not return. At the intersection of the urgency of challenge and the promise of hope is a choice that must be made – to act, or not to act, to act in this way, or in that. Telling a good story of now requires the *courage of imagination*, or as Walter Brueggemann named it, a prophetic imagination, in which you call attention both to the pain of the world and also to the possibility for a better future.



Narrative Structure

The Three Key Elements of Public Narrative Structure:
What turns recounting an event into a story?
Challenge – Choice – Outcome

A plot begins with an unexpected challenge that confronts a character with an urgent need to pay attention, to make a choice, a choice for which he or she is unprepared. The choice yields an outcome -- and the outcome teaches a moral.

Because we can empathetically identify with the character, we can “feel” the moral. We not only hear “about” someone’s courage; we can also be inspired by it.

The story of the character and their effort to make choices encourages listeners to think about their own values, and challenges, and inspires them with new ways of thinking

about how to make choices in their own lives.

Incorporating Challenge, Choice, and Outcome in Your Own Story

There are some key questions you need to answer as you consider the choices you have made in your life and the path you have taken that brought you to this point in time as a leader. Once you identify the specific relevant choice point—perhaps your first true experience of community in the face of challenge, or your choice to do something about injustice for the first time—dig deeper by answering the following questions.

Challenge: Why did you feel it was a challenge? What was so challenging about it? Why was it your challenge?

Choice: Why did you make the choice you did? Where did you get the courage (or not)? Where did you get the hope (or not)? Did your experience with racial or social injustice influence your decision to act? Were you influenced by your parents or grandparents’ life stories in any way?

Outcome: How did the outcome feel? Why did it feel that way? What did it teach you? Who is your audience and what do you want to teach us? How do you want us to feel?

A word about challenge. Sometimes people see the word “challenge” and think that they need to describe the misfortunes of their lives. Keep in mind that a struggle might be one of your own choosing – a high mountain you decided to climb as much as a valley you managed to climb out of. Any number of things may have been a challenge to you and be the source of a good story to inspire others.

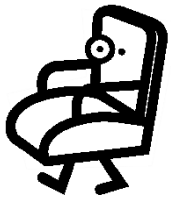


VIDEO REVIEW: BARACK OBAMA's 2004 DNC SPEECH

We'll be watching the first seven minutes of Barack Obama's 2004 DNC speech – while you watch it, think about the elements of SELF – US – NOW that you hear in his story.

SELF	US	NOW
<i>What are his experiences and values that call him to the national stage?</i>	<i>Who is the "us" that he identifies? What are the common values he appeals to? How?</i>	<i>What challenge to those values does he identify? What is his strategy to overcome this challenge? What is the first step that each person can take to be part of the solution?</i>

1. What was Barack Obama's purpose in telling these stories? What was he moving people to do?
2. What values did his story convey?
3. What details or images in particular reflected those values?
4. What were the challenges, choices and outcomes in each part of his story? What moral do the outcomes teach?



TEAM BREAKOUT SESSION: STORY OF SELF PRACTICE WORK

GOALS

- Practice telling your Story of Self and get good, constructive feedback
- Learn to draw out and coach the stories of others

1. Gather in your team. Choose a **timekeeper**. Do **quick introductions** (name, neighborhood, what you're interested in using this training for). **Set norms** for how you'll work together as a group during this training.
2. Take 5 minutes for individuals to **silently develop their "Story of Self."** Use the worksheet that follows.
3. **Practice telling your story** of self.
As a team, **go around the group** and tell your story one by one, using the form on page 21 to record feedback for the other members of your group.

For each person:

- 2 minutes to tell their story
- 3 minutes to offer feedback from the group

NOTE: You have just 2 minutes to tell your story. Stick to this limit. Make sure your timekeeper cuts you off. This encourages focus and makes sure everyone has a chance to tell their story.



WORKSHEET: DEVELOPING YOUR STORY OF SELF

Before you decide what part of your story to tell, think about these questions:

1. What is my purpose in calling on others to join me in action? What will I be calling on them to do?
2. What values move me to act? How might they inspire others to similar action?
3. What stories can I tell from my own life about specific people or events that would show (rather than tell) how I learned or acted on those values?
4. Who is my audience, and which stories from my life will they be able to relate to most easily?

What are the experiences in your life that have shaped the values that call you to leadership and organizing?

FAMILY & CHILDHOOD

Parents/Family
Growing Up Experiences
Your Community
Role Models
School

LIFE CHOICES

School
Career
Partner/Family
Hobbies/Interests/Talents
Experiences Finding Passion
Experiences Overcoming
Challenge

ORGANIZING EXPERIENCE

First Experience of organizing
Connection to key books or
people
Role Models

Think about the challenge, choice and outcome in your story. The outcome might be what you learned, in addition to what happened. Try drawing pictures here instead of words. Powerful stories leave your listeners with images in their minds that shape their understanding of you and your calling.

CHALLENGE:	CHOICE:	OUTCOME:

For Further Reflection

We all live very rich and complex lives with many challenges, many choices, and many outcomes of both failure and success. That means we can never tell our whole life story in 2 minutes. The challenge is to learn to interpret our life stories as a practice, so that we can teach others based on reflection and interpretation of our own experiences, and choose stories to tell from our own lives based on what's appropriate in each unique situation and for each unique audience.

Take time to reflect on your own public story, beginning with your story of self. You may go back as far as your parents or grandparents, or you may start with your most recent organizing and keep asking yourself why in particular you got involved when you did. Focus on challenges you had to face, the choices you made about how to deal with those challenges, and the satisfactions or frustrations you experienced. Why did you make those choices? Why did you do this and not that? Keep asking yourself why.

What did you learn from reflecting on these moments of challenge, choice, and outcome? How do they feel? Do they teach you anything about yourself, about your family, about your peers, your community, your nation, your world around you - about what really matters to you? What about these stories was so intriguing? Which elements offered real perspective into your own life?

What brings you to this training? When did you become interested in organizing people to action? Why?

Many of us active in public leadership have stories of both loss and hope. If we did not have stories of loss, we would not understand that loss is a part of the world; we would have no reason to try to fix it. But we also have stories of hope, otherwise we wouldn't be trying to fix it.

A good public story is drawn from the series of choice points that have structured the "plot" of your life – the **challenges** you faced, **choices** you made, and **outcomes** you experienced.

Challenge: Why did you feel it was a challenge? What was so challenging about it? Why was it *your* challenge?

Choice: Why did you make the choice you did? Where did you get the courage – or not? Where did you get the hope – or not? How did it feel?

Outcome: How did the outcome feel? Why did it feel that way? What did it teach you? What do you want to teach us? How do you want us to feel?



COACHING TIPS: STORY OF SELF

Remember to balance both positive and constructively critical feedback. The purpose of coaching is to listen to the way stories are told and think of ways that the storytelling could be improved.

DO coach each other on the following points:

- ☒ **THE CHALLENGE:** What were the specific challenges the storyteller faced? Did the storyteller paint a vivid picture of those challenges?

"When you described _____, I got a clear picture of the challenge."

"I understood the challenge to be _____. Is that what you intended?"

"The challenge wasn't clear. How would you describe _____?"

- ☒ **THE CHOICE:** Was there a clear choice that was made in response to each challenge? How did the choice make you feel? (Hopeful? Angry?)

"To me, the choice you made was _____, and it made me feel _____."

"It would be helpful if you focused on the moment you made a choice."

- ☒ **THE OUTCOME:** What was the specific outcome that resulted from each choice? What does that outcome teach us?

"I understood the outcome to be _____, and it teaches me _____. But how does it relate to your work now?"

- ☒ **THE VALUES:** Could you identify what this person's values are and where they came from? How? How did the story make you feel?

"Your story made me feel _____ because _____."

"It's clear from your story that you value _____; but it could be even clearer if you told a story about where that value comes from."

- ☒ **DETAILS:** Were there sections of the story that had especially good details or images (e.g. sights, sounds, smells, or emotions of the moment)?

"The image of _____ really helped me identify with what you were feeling."

"Try telling more details about _____ so we can imagine what you were experiencing."

DON'T coach each other like this:

- ☑ **VAGUENESS:** Don't offer vague abstract "feel good" comments, unless you've established the context. What does the story teller learn from "you did a great job", as opposed to, "the way you described your moment of choice made me feel very hopeful because. . . ."
- ☑ **VALUE JUDGMENTS:** Don't make value judgments about the story teller's voice or the validity of the point they want to make. The key here is that people find ways to express themselves in their own voice – word choice, humor, metaphor, etc. Of course they need to know if choices they've made communicate what they want to communicate.
- ☑ **DISTRACTION:** Don't think about what you're going to say about your story while someone else is telling theirs. You should allow yourself to take a risk with your story by diving in. Focus on others stories so you can help them with their efforts and then you can get the same sort of help from them.
- ☑ **WEAK STORY:** Don't underestimate the power of someone's story. If it doesn't "work" for you, think about why it doesn't, and more importantly, why it would for someone else.

Record Feedback/Comments from Your Team Members Here:

Coaching Your Team's "Story of Self" As you hear each other's stories, keeping track of the details of each person's story will help you to provide feedback and remember details about people on your team later. Use the grid below to track your team's stories in words or images.

NAME	VALUES	CHALLENGE	CHOICE	OUTCOME

CREATING SHARED COMMITMENT: Building Power Through Relationships

To whom am I committed?

BUILDING POWER THROUGH RELATIONSHIPS

Goals for this session:

- To learn how to develop relationships to build leadership, community and power
- To practice building intentional relationships through the skill of one-on-one organizing conversations
- To identify common values, interests, and resources amongst your team

Why Build Relationships? To create commitment, the glue of an organization

Leadership begins with understanding yourself: your values, your motivation, your story. But leadership is about enabling *others* to achieve purpose. The foundation of this kind of leadership is the relationships built with others, especially others with whom we can share leadership.

- 1) Identifying, Recruiting, and Developing Leadership:** We build relationships with potential collaborators to explore values, learn about resources, discern common purpose, and find others with whom leadership responsibility can be shared.
- 2) Building Community:** Leaders, in turn, continually reach out to others, form relationships with them, expand their circle of support, grow more resources which they can access, and recruit people who, in turn, can become leaders themselves. The more diverse a group of leaders is, the more resources they have access to from which to build power.
- 3) Turning Community Resources into Power:** Relationship building doesn't end when action starts. Commitment is one of your greatest resources in organizing, particularly when your campaign starts to come up against competition, internal conflict, or external obstacles. Commitment is developed and sustained through relationships, which must be constantly, intentionally developed and nurtured. The more volunteers or members find purpose in the intentional community you are building, the more they will commit resources that you may never have known they had.

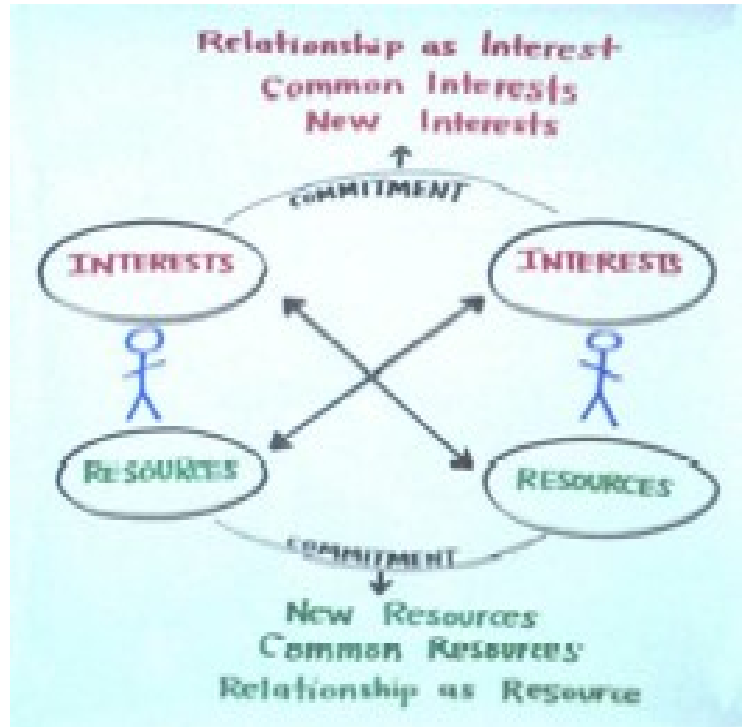
Coercion or Commitment?

As organizers and leaders we have an important choice to make about how we lead our organizations and campaigns. Will the glue that holds our campaign together be a command and control model fueled by coercion? Or will the glue be voluntary commitment? If we decide that our long-term power and potential for growth comes more from the voluntary commitment, then we need to invest a lot of time in building the relationships that generate that commitment—commitment to each

other and to the goals that bring us together. That requires having transparent, open and mindful interaction, not closed, reactive or manipulating conversations.

What Are Relationships?

- ☑ **Relationships are rooted in shared values.** We can identify values that we share by learning each other's stories, especially 'choice points' in a life journeys. The key is asking "why."
- ☑ **Relationships grow out of exchanges of interests and resources.** Your resources can address my interests; my resources can address your interests. The key is identifying interests and resources. This means that relationships are driven as much by difference as by commonality. Our common interest may be as narrow as supporting each other in pursuit of our individual interest, provided they are not in conflict. Organizing relationships are not simply transactional. We're not just looking for someone to meet our "ask" at the end of a one-to-one meeting or house meeting; we're looking for leaders to join with us in long-term relationships of learning, growth and action.
- ☑ **Relationships are created by commitment.** An exchange becomes a relationship only when each party commits a portion of their most valuable resource to it: time. A commitment of time to the relationship gives it a future and, therefore, a past. And because we can all learn, grow, and change, the purposes that led us to form the relationship may change as well. In fact, the relationship itself may become a valued resource – what Robert Putnam calls "social capital."



Like any other kind of human relationship, an organizing relationship involves constant attention and work. When nurtured over time, organizing relationships become an important source of continual learning and development for the individuals and communities that make up your campaign. They are also a great source for sustaining motivation and inspiration. Organizing relationships are not casual, transactional or occasional.

Building Intentional Relationships: The One on One Meeting

One of the best ways to initiate intentional relationships is by use of the one on one meeting, a technique developed and refined by multiple organizers over the course of many years. A one on one meeting consists of four “acts”:

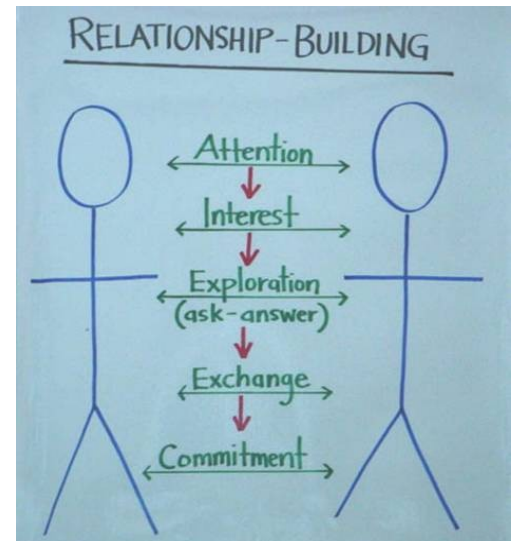
Attention – We have to get another person’s attention to conduct a one on one meeting. Don’t be “coy.” Be as up front as possible about what your interest is in the meeting, but that first, you’d like it take a few moments to get acquainted.

Interest – There must be a purpose or a goal in setting up a one on one meeting. It could range from, “I’m starting a new network and thought you might be interested” to “I’m struggling with a problem and I think you could help” or “I know you have an interest in X so I’d like to discuss that with you.”

Exploration – Most of the one on one is devoted to exploration by asking probing questions to learn the other person’s values, interests, and resources and by sharing enough of your own values, interests, and resources that it can be a two way street.

Exchange – We exchange resources in the meeting such as information, support, and insight. This creates the foundation for future exchanges.

Commitment – A successful one on one meeting ends with a commitment, most likely to meet again. By scheduling a specific time for this meeting, you make it a real commitment. The goal of the one on one is not to get someone to make a pledge, to give money, to commit their vote; the goal is to commit to continuing the relationship.



DO	DON'T
Schedule a time to have this conversation (usually 30 to 60 minutes)	Be unclear about purpose and length of conversation
Plan to listen	Try to persuade rather than listen
Follow the steps of the conversation above	Chit chat about side topics
Share experiences and deep motivations	Skip stories to “get to the point”
Share a vision that articulates a shared set of interests for change	Miss the opportunity to share ideas about how things can change
Be clear and the ‘when and what’ of your next step together.	End the conversation without a clear plan for the next steps.



WORKSHEET:

PRACTICE RELATIONSHIP BUILDING

ONE-ON-ONE PRACTICE

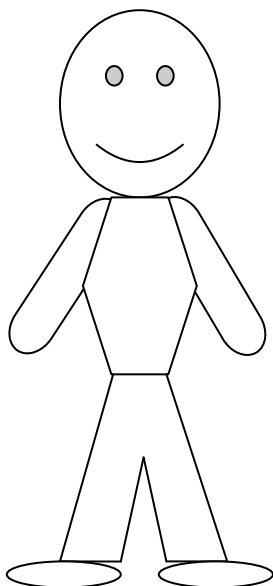
Choose a partner you don't know. Learn about why he or she has been called to do this work. Probe with "why?" questions to get to choice points and specific experiences that shaped his or her life. Share your story. Listen to your partner's story for the motivations and the resources he or she brings to the campaign (leadership skills, a following, action skills, etc.). Be specific. After 10 minutes, switch roles with your partner.

Avoid talking about issues like justice in an abstract and detached way — get to the lived experience of why you care about the specifics that you want to do something about. What values were you taught that make you care about this? How did you learn these values? From whom?

Story: What's your family story? What in your life brought you here today?

Hope: What motivates you to act to organize others? What's your vision of how things could be different if we work together?

Challenges: What keeps you from action? What do you fear? What would you want to learn?



Leadership Resources: What skills do you have? How do you lead others already in your life? What would you be willing to bring to this movement?

What values do we share?

What interests can we act on together?

What skills and resources do we each bring to this work?

When will we meet again to take action and to keep building this relationship?

REFLECTION ON KEY LEARNING POINTS:

How does this way of doing one-to-ones compare with other types of conversations you have? How is it different from an interview? How is it different from a sales pitch?

What was most challenging about that exercise?

How could this type of relationship-building (either through one-to-ones or at house meetings or emergency meetings) be used in organizing in your community?

CREATING SHARED STRUCTURE: Building Leadership Teams

What is our purpose and what are our norms and roles?

BUILDING LEADERSHIP TEAMS

Goals for this session:

- To develop an understanding of the core practices of successful leadership teams
- To practice those skills by developing a shared purpose and considering team roles, responsibilities, and norms.

Why do organizing teams matter?

The most effective leaders have always created teams to work with them and to lead with them. Take for example Moses, Aaron and Miriam in the story of Exodus, or Jesus and the twelve disciples in the New Testament, or Dr. King, Ralph Abernathy, Rosa Parks, Jo Ann Robinson and E D Nixon during the Montgomery Bus Boycott. Even Barack Obama in his campaign had a leadership team working with him—his Campaign Manager, Deputy Campaign Manager, Communications Director, Political Director, Field Director and others.

Leadership teams offer a structural model for working together that fosters interdependent leadership, where individuals can work toward goals together, with each person taking leadership on part of the team’s activity. Effective leadership teams allow their members to take full advantage of their unique individual talents.

Having a good team structure also helps to create strategic capacity—the ability to strategize creatively together in ways that produce more vibrant, engaging strategy than any individual could create alone. In the Obama campaign, the field structure created multiple layers of leadership teams to engage people creatively and strategically and integrate their efforts in such a way that the actions of millions of individuals working independently in their own communities were ultimately able to sway the outcome of a national election. Each state had a leadership team that coordinated regional leadership teams (of Regional Directors and Organizers), which coordinated local neighborhood leadership teams of volunteer leaders.

At every level the people on leadership teams had a clear mission with clear goals and the ability to strategize creatively together about how to carry out their mission and meet their goals. This structure created multiple points of entry for volunteers, and multiple opportunities to learn and to exercise leadership.

Leadership teams provide a foundation from which an organization can expand its reach. Once a team is formed, systems can be created to establish a rhythm of regular meetings, clear decisions and visible accountability, increasing the organization’s effectiveness. An organization of 500 people is

not accomplished by one person alone. It is built by finding people willing and able to commit to helping to build it, and creating relationships and a solid structure from which it can be built.

So why don't people always work in teams?

We have all been part of volunteer teams that have not worked well. They fall into factions, they alienate each other, or all the work falls on one person. Some aim to keep the pond small so they can feel like big fish. So many of us come to the conclusion: I'll just do it on my own; I hate meetings, just tell me what to do; I don't want any responsibility; just give me stamps to lick. There's just one problem: we can't become powerful enough to do what we need to do if we can't learn to work together with people from different backgrounds and with different opinions to find common ground and build campaigns we can take action on together.

The challenge is to create conditions for our leadership teams that are more likely to generate successful collaboration and strategic action. When groups of people—and especially groups of people from significantly different backgrounds—come together, conflict is always present. Effective teams are structured in a way that channels that conflict in productive ways, allowing the team to achieve the goals it needs to win.

Three measures of an effective team:

1. **OUTPUT (WORLD):** The success of your team in taking the action required to achieve its valued goals—winning the game, winning the campaign, putting on the play, etc.
2. **CAPACITY (TEAM):** The degree to which your team learns how to work more effectively together and succeeds in developing future leaders over time.
3. **LEADERSHIP DEVELOPMENT (INDIVIDUAL):** The ability of your team to develop the skills of all its members and ensure that everyone is able to grow as a result of their participation.

Four conditions that make for a “real” team:

Your team is bounded. You can name the people on it. They don't come and go. No one has the automatic right to participate in the team just by showing up. Most highly effective teams have no more than 4 - 8 members.

Your team is stable. It meets regularly. Membership of the team remains constant long enough that the team learns to work together better and better. Each member is fully committed to be on the team and commits consistent time and effort to it.

Your team is diverse. Good teams have a diversity of identities, experiences and opinions, ensuring that everyone is bringing the most possible to the table.

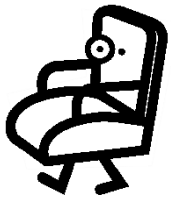
Your team is interdependent. As on an athletic team, a string quartet, or an airplane cabin crew, the contribution that each person makes is critical to success of the whole. Team members have a vital interest in each other's success and look for ways to offer support.

Three steps to launching an effective team: purpose, norms, and roles

You have a shared – and engaging - purpose. You are clear on what you have created your team to do (purpose), who you will be doing it with (constituency), and what kinds of activities your team will participate in. Your constituency was included at all stages of the development of each of those elements of the plan. The work you have to do is easily understood, it's challenging, it matters, and you know why it matters. Team members need to be able to articulate for themselves and others this "purpose."

You have created clear interdependent roles. Each team member must have their own responsibility, their own "chunk" of the work, on which the success of the whole depends. No one is carrying out activity in a silo that's secretive to others. A good team will have a diversity of identities, backgrounds, experiences and opinions, ensuring that everyone is able to bring their full potential to bear on to the group's shared goal while at the same time growing as both an individual and a team member.

Your team has explicit norms. Your team sets clear expectations for how to govern yourselves in your work together. How will you manage meetings, regular communications, decisions, and commitments? And, most importantly, how will you enforce your norms so that they remain real and relevant? Teams with explicit operating norms have a much higher likelihood of achieving the results they're aiming for. Some team norms are operational, such as how often the team will meet, share and store documents, communicate with others outside the team, etc. Others address expectations for member interaction with each other. Initial norms guide your team in its early stages as members learn how to work together as a team. Norms can be refined through regular group review of how well the team is doing.



TEAM BREAKOUT SESSION: BUILDING YOUR TEAM

Goal

The purpose of this exercise is to help you develop a shared purpose statement for your small-group team.

Agenda:

TOTAL TIME: 25 min.

1. Report back from 1:1 pairs; list out shared interests, values, and resources for everyone to see and record them on the worksheet on this page. 5 min
2. Begin to identify commonalities between all group members. 5 min
3. Start to develop a shared purpose statement using the following worksheet. 15 min

Values	Interests	Resources

WORKSHEET:
DEVELOPING SHARED PURPOSE

SHARED PURPOSE (15 minutes)

As a team, you will take 10 minutes to write a sentence that you think captures the sense of your team.

Part I: Brainstorming (10 minutes)

- ☒ In the first column, based on the work you did on common interests and values in the relationship session, write down the **unique purpose or purposes of your team**.
- ☒ In the second column, write down **whom your team serves**: who is your constituency? With whom would it focus your effort? What are the people like and what are their interests? What will engage them?
- ☒ In the third column, write down the kinds of activities that your team could engage in to fulfill its purpose by serving this community? What is the **unique work that your team could do**?

<p>Our team’s shared purpose is to</p>	<p>The constituency we serve is <i>(briefly describe your constituency’s characteristics)</i></p>	<p>We will achieve our shared purpose by <i>(list the specific activities that your team would undertake)</i></p>
--	---	---

Part II: Writing (5 minutes)

After brainstorming answers to all three questions, take a few moments to write a sentence that you think best describes your team's purpose, its constituency, and its activities. Draw on all three columns.

Examples of a shared purpose sentence:

We share the purpose of mobilizing the winning margin of voters in our district that will be needed to elect candidate X to our local school board in November by recruiting, training and developing volunteer leaders, enabling them to recruit the needed volunteers, and working with them to implement an effective get out the vote program.

We share the purpose of introducing effective tools for leadership, organization, and action to our communities who can use them to achieve their goals over the course of the next two years.

CREATING SHARED STORY: Story of Us

Who is this community and what are we called to do?

INTRODUCTION TO STORY OF US

Goals for this session:

- To learn how to tell the story of your community in a way that reflects its shared values, hope, and experiences
- For each participant to practice telling a Story of Us and get feedback on his or her story

Linking Story of Self and Story of Us

A story of self tells people who you are and why you are called to do the work that you are doing. The goal is for them to “get you,” to connect with you. Since organizing is about building power with others for shared action, your public narrative also needs to tell a story of the values shared by those whom you hope to move to acting together. The test of a story of us is whether or not they “get” their connection with each other.

The character in the story of us is the people you are motivating to act.

Our story of self is interwoven with stories we share with others through communities we are a part of, which have stories of their own. These include stories of our family, community, faith tradition, school, profession, movements, organizations, nations, and perhaps world. It is through shared stories that we establish the identities and express the values of the communities in which we participate (family, faith, nation) and of new communities we are forming (new social movements, new organizations, new neighborhoods).

Telling a “story of us” requires learning how to put into narrative form experiences that the “us” in the room share, that “lift up” the values on which you will be challenging them to act. This story of us may well reach beyond the people in the room, drawing in a wider range of experience and larger stories of us, but to be effective it must be rooted in the experience of the people in the room.



Narrative Structure: Challenge, Choice, Outcome

Remember the story structure we introduced in telling your Story of Self?

Just like in your Story of Self, your Story of Us has a clear challenge, choice and outcome:

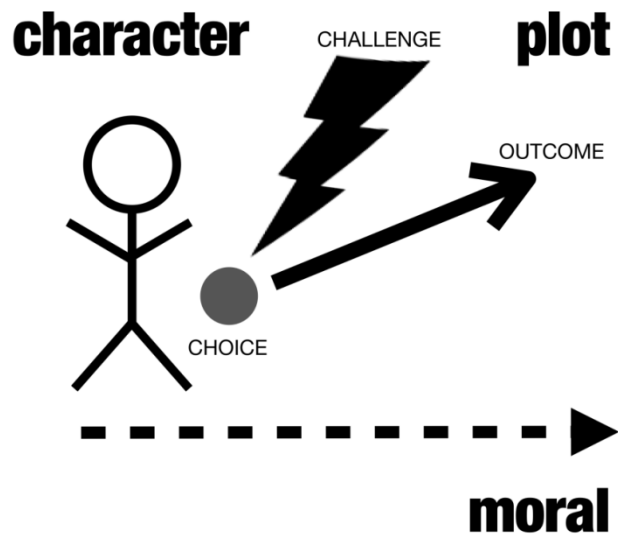
The Challenge: The challenges your community has faced in the past, or faces now (made real with stories, images, and details, not statistics).

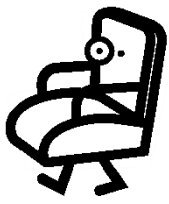
The Outcome (hope): Stories with vivid images that remind your community of what you've achieved. You should draw from your own experiences of hope and from experiences that point to your future.

The Choice: For a story to be a story, it centers on a "choice." In a story of us, that choice is one that met challenge with action, and thus can be a source of hope. Founding stories recount choices made by the original members of the community, enabling us to experience the values that motivated them. Choices made by people in the course of the workshop – to take risks, to be open to learning, etc. – can become part of the "story of us" of the workshop.

Stories of us can begin to shift power relationships by building new community and new capacity

Often after we've heard others' stories of self and we've started building relationships together we discover that we face similar challenges that are rooted in very deep systems of power inequality. Learning to tell stories of Us is a way to begin to join our stories together and acknowledge those shared challenges and the roots of the problem as a community. However, a good story of us doesn't just convey the root of our challenges; it also lifts up our heroes and highlights stories of even small successes. Those stories give us hope that if we come together and take action as a community we can uproot some of the underlying causes of our suffering.





TEAM BREAKOUT SESSION: STORY OF US PRACTICE

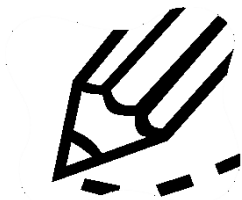
GOALS

Develop a Story of Us. Learn how to communicate the core values of the community you're building in your small-group team that can inspire others to identify with each other in common action.

Coach others' stories by listening carefully, offering feedback, and asking questions.

AGENDA

1. Take 5 minutes individually to brainstorm your story of Us using the worksheet on the following page.
 - What experiences during the workshop have had the greatest impact on you and your team?
 - What stories of self have you heard that demonstrate this community's values and commitment?
 - What about this community would inspire others to join you?
3. As a team, go around the group and tell your story one by one, using the worksheet on page 41 to take notes about the stories of the other members of your group.
 - 2 minutes to tell your Story of Us
 - 3 minutes to receive feedback from the group



WORKSHEET: STORY OF US

The purpose of the Story of US is to create a sense of community and invite your audience to join the community in taking action and making a difference. Your goal is to tell a story that:

1. evokes our shared values and what unites us,
2. shows the challenge we face that make action urgent, and
3. gives us hope that we can make specific change.

First, think of a story that demonstrates the shared purpose you chose earlier. Now use this worksheet to flesh that story out in vivid detail. Remember, you can use this space to draw pictures instead of writing words, to help you think about where to add detail and nuance in your story.

CHALLENGE What was the challenge we faced? What's the root of that challenge?	CHOICE What specific choice did we make? What action did we take?	OUTCOME What happened as a result of our choice? What hope can it give us?

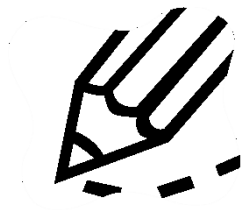


COACHING TIPS: STORY OF US

Remember to start with positive feedback FIRST and then move into what could be improved. **Focus on asking questions instead of giving advice.** The purpose is to coach, not judge or criticize; listen fully to offer ways that the storytelling could be improved.

Coaching Questions

- ☒ **INTERWEAVING SELF AND US:** Did the story of self relate to the story of us? If so, what was the common thread?
- ☒ **THE US:** Who is the “us” in the story? Do you feel included in the “us”?
“Could you focus more on the experiences we as a small group shared today that reflect our values? For instance, _____.”
- ☒ **THE CHALLENGE:** What were the specific challenges the storyteller faced? How were those challenges made vivid?
“I understood the challenge to be _____. Is that what you intended?”
- ☒ **THE CHOICE:** Was there a clear choice that was made in response to each challenge? How did the choice make you feel? (Hopeful? Angry?)
“To me, the choice you made was _____, and it made me feel _____.”
- ☒ **THE OUTCOME:** What was the specific outcome that resulted from each choice? What does that outcome teach us?
“I understood the outcome to be _____, and it taught me _____.”
- ☒ **THE VALUES:** Could you identify what this community’s values are and how this community has acted on those values in the past? How?
“Your story made see that we value _____ because _____.”
- ☒ **DETAILS:** Were there sections of the story that had especially good details or images (e.g. sights, sounds, smells, or emotions of the moment)?
“The image of _____ really helped me feel what you were feeling.”



WORKSHEET:

COACHING YOUR TEAMMATES' STORIES OF US

Record Feedback/Comments from Your Team Members On Your Story Here:

Coaching Your Team's "Story of Us " As you hear each other's stories, keep track of the details of each person's story. This helps you provide feedback & remember details about your team members.

NAME	VALUES	CHALLENGE	CHOICE	OUTCOME

CREATING SHARED STRATEGY

*How do we creatively strategize?
What are we called to do now?*

INTRODUCTION TO STRATEGY

Goals for this session:

- To receive an introduction to the skill of developing creative, dynamic strategy
- To learn how story can move us to action
- To learn how to tell a story that motivates others to join us in a specific action now
- For each participant to practice telling a story of now and get feedback on his/her story

What Is Strategy?

Team strategy is the process through which we turn what we have into what we need to get what we want. It is how to turn the resources you have into the power you need to achieve a specific and measurable goal. So you need:

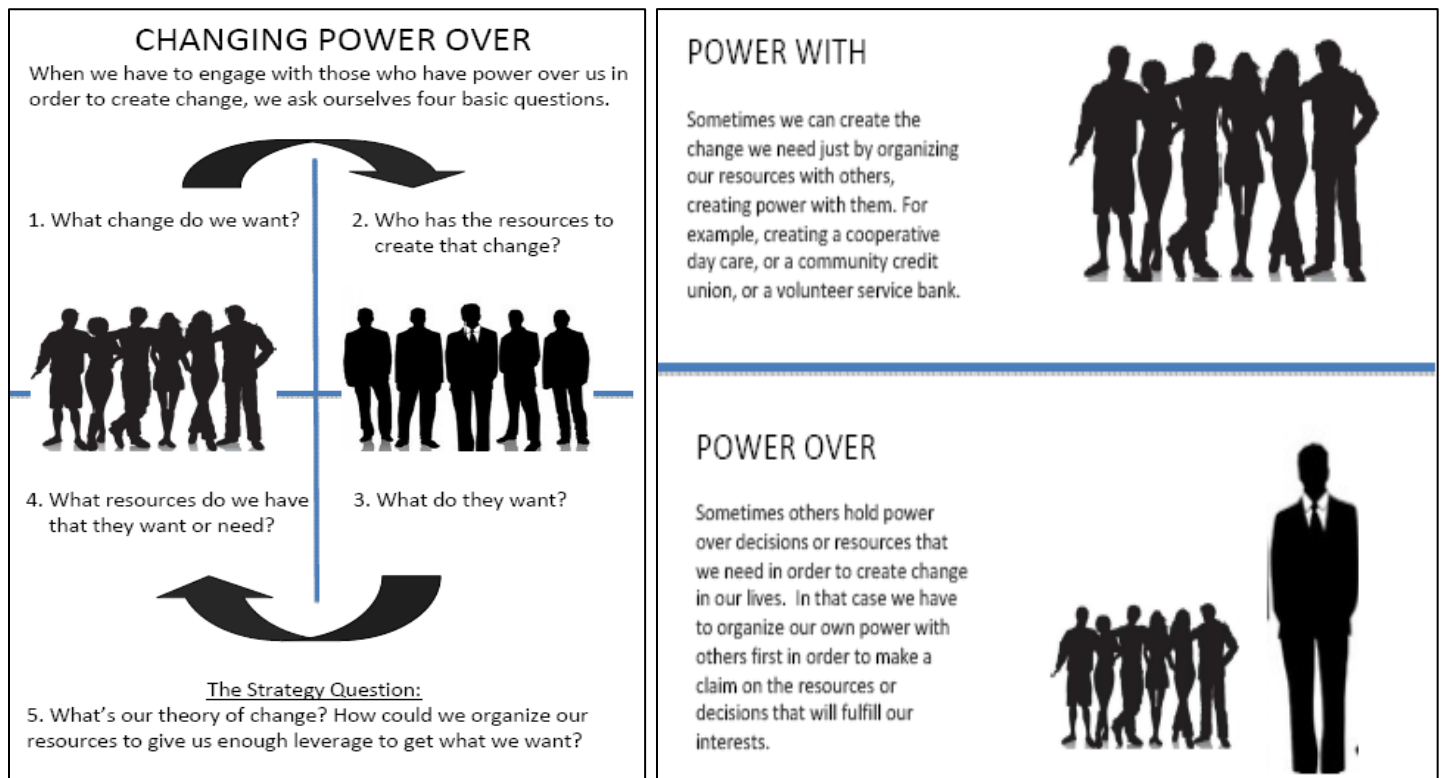
- **YOUR GOAL:** The goal is a clear measurable point—you should easily be able to tell whether you've won or lost.
- **YOUR CONSTITUENCY'S RESOURCES:** Begin with the full range of resources your constituency has. Be creative and think outside the box—potential resources come in all shapes and sizes, and can include money and volunteer time, group purchasing power, business or personal relationships, membership in faith- or community-based groups, writing and editing skills, or the ability to speak a foreign language.
- **FLEXIBLE TACTICS:** You should have a clear theory about how to creatively use the resources you have to build the power you need to meet your goal, and you should constantly be testing your theory by trying new tactics, evaluating them and improving your theory over time.

Five Strategic Questions

Devising strategy requires answering five key questions:

- 1) What is our **MOTIVATING VISION**?
- 2) What is our **MEASURABLE GOAL** (theory of change)?
- 3) What are the **RESOURCES** of our people?
- 4) What **TACTICS** can turn our resources into power?
- 5) What is our **TIMELINE**?

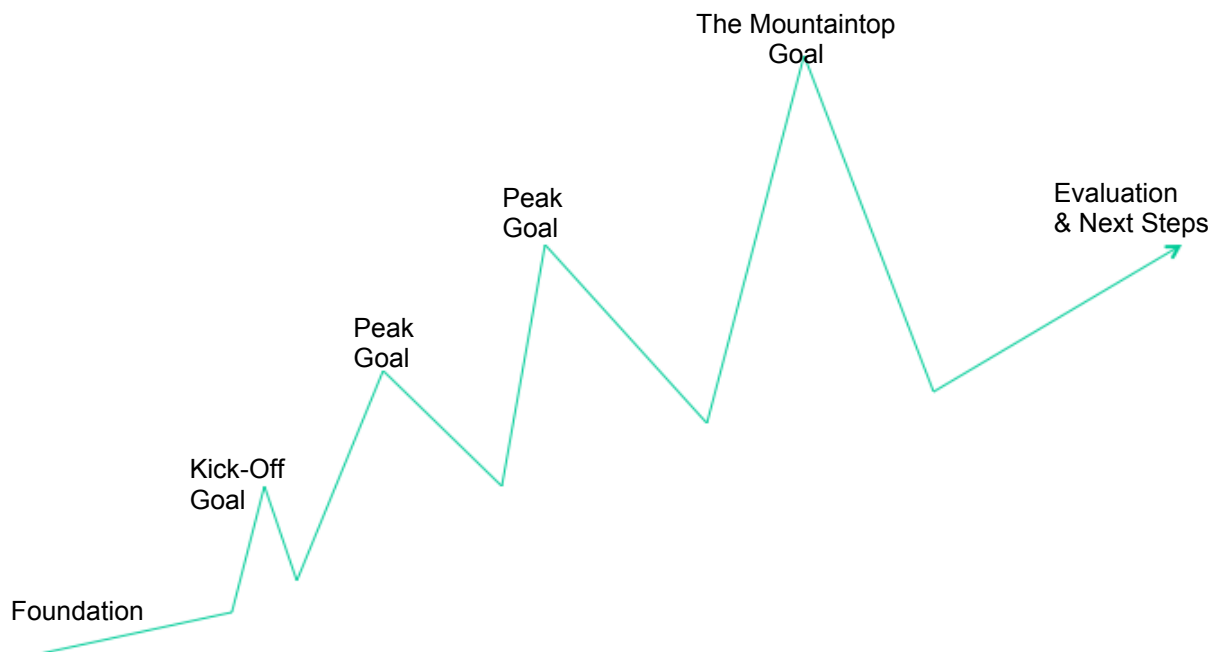
1. **What is the motivating vision?** Building on your “story of now”, why is action urgent now? What is at stake? What will happen if we don’t act? What could happen if we do? Why is it urgent? Where’s the hope?
2. **To what strategic goal will you commit?** What criteria can you use to decide on a strategic goal, one that allows you to concentrate your effort? What’s your “theory of change”? How can you create the kind of power you need? Can you turn interdependency into influence? How did you answer the four questions to track down the power? Who are you targeting? What reaction do you want from the opposition, from your base, and from people in the middle?



3. **Which resources will you use?** Strategy is based on the resources of your constituency. To what resources does it have unique access? Drawing on constituency resources empowers your constituency to be able to change the power dynamics that created the problem in the first place.

4. ***Which tactics will we use to turn your resources into the power you need to achieve your goal?***
Will it influence the goal you're hoping to achieve? How? Will it create organizational capacity? How? Will it develop leadership? How? Will it use your resources creatively? How?
5. ***What's your timeline? What are the dates and benchmarks? How will you construct your campaign so you are building capacity over time?***

Campaigns are not one off events, but iterative processes in which you use each action (or peak) as a way to build your own capacity and test your theory of change. Is the opposition reacting? Are we building power over time by adding more people to our efforts? Each peak should have a measurable goal (number of people at rally, number of signatures on a petition, number of lawmakers pledging support, etc) that launches you forward towards your next peak. This way you know if you are succeeding or failing and can make adjustments to your approach based on observable data.





WORKSHEET: DEVELOPING STRATEGY

1. What is your motivating vision? (5 min)

Draw you team's vision of what will happen if we fail to act, contrasted with what could happen if we do act? (nightmare or dream)

2. What is the specific strategic goal to which you commit, your 'mountain top peak'? (5 minutes)

Draw your team's vision of what achieving your goal will look like. How can you see it? How will you know you got there? Who else will be there? What will it look like?

- Where will this action take place? In one place? In many?
- How many people will be there? Who will the people be?
- How will they get there? What will they be doing? What will they be wearing?
- How are you going to get your stories out in your community?

3. What are the resources you will need to deploy to reach your goal? Consider the resources you identified in your one-on-one meetings. (5 min)

4. Decide on your tactics in terms of your goals, resources, capacity, and leadership. (10 min)

- Effectiveness:** How will your choice of tactics enable you to achieve your goal?
- Resources:** How will you make creative use of your unique resources?
- Capacity:** How can these tactics enable you to build greater capacity in your organization?
- Leadership:** How can tactics create opportunities for leadership development?

5. What's your timeline to complete this action? How will this action fit into a broader strategy to reach the next peak in your campaign? (5 min)

How will you manage your team's work over time so that you're building the capacity you will need to win? How will each peak build on what went before? Create your campaign chart using the following worksheet.

CREATING SHARED STORY

Story of Now, Self/Us/Now

*How do we creatively strategize?
What are we called to do now?*

INTRODUCTION TO STORY OF NOW

Goals for this session:

- To learn how story can move us to action
- To learn how to tell a story that motivates others to join us in a specific action now
- For each participant to practice telling a story of now and get feedback on his/her story

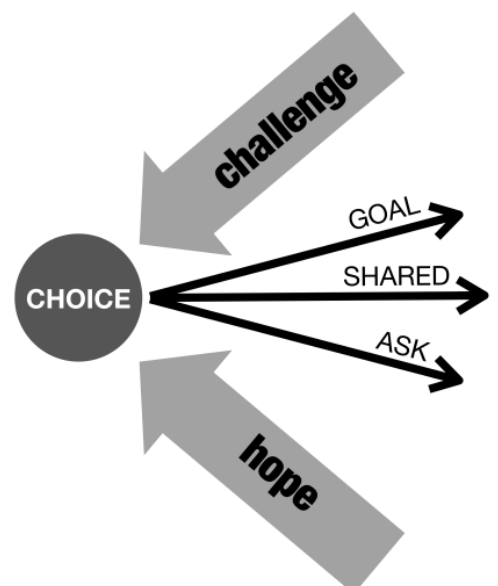
The Story of Now describes an urgent choice facing your community, a challenging vision of what will happen if it does not act, a hopeful vision of what could be if it does act, and a call to commit to the action required.

We know why you've been called to a particular mission, we know something of who it is you want to call upon to join you in that mission, so what action does that mission require of you right here, right now, in this place? When you tell a powerful Story of Now and ask others to make a specific choice to join you in action, you are beginning to build new power together from the community around you to address the challenges in your lives. A "story of now" is urgent, it requires dropping other things and paying attention, it is rooted in the values you celebrated in your story of self and us, and it requires action.

The "characters" in a story of now are you, the people in the room with you, and the broader community whom you hope to engage in action.

The Elements of a Story of Now

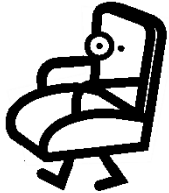
- The Challenge – The challenge we are facing now (made real through stories not just statistics)
- The Outcome--A vivid image of what the future could be if we fail to act (the nightmare); the vision of what the future could be if we do act (the dream).
- The Choice--A strategic "hopeful" choice that each person in your audience can make right now



Story of Now
2013

Why It Matters

The choice we're called on to make is a choice to take strategic action now. Leaders who only describe problems, but fail to identify a way to act and bring others together to address the problem, aren't very good leaders. If you are called to address a real challenge, a challenge so urgent you have motivated us to face it as well, then you also have a responsibility to invite us to join you in action that has some chance of success. A "story of now" is not simply a call to make a choice to act – it is a call to "hopeful" action.



TEAM BREAKOUT SESSION: STORY OF NOW

GOALS

Learn how to integrate strategy into your story, and create an urgent call to action that will help you ask for and receive commitments from others.

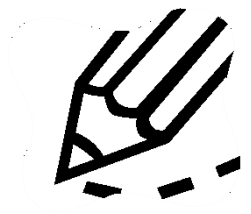
Develop a story of now with a clear and urgent challenge, a detailed vision of alternative futures, and a choice you are calling upon others to make. It's more than an "ask;" it's a choice about whether someone's going to stay on the sidelines or dive into the campaign. It's an opportunity for them to join WITH you, not just work FOR you.

AGENDA

1. Take 5 minutes as individuals to **silently develop your "Story of Now."** Use the worksheet that follows.
2. As a team, go **around the group** and tell your story one by one, using the form on page 53 to record feedback for the other members of your group.

For each person:

- 2 minutes to tell their Story of NOW
- 3 minutes to offer feedback from the group



WORKSHEET: DEVELOPING YOUR STORY OF NOW

Use these questions to help you to put together your story of now or Call to Action.
Draw images, rather than just using words to help you create a vivid, detailed story.

CHALLENGE: Why is it urgent to organize now? What stories or images can you convey to make the challenge real for your listeners?

OUTCOME: What will the future look like if we fail to act? What could the future look like if do act? Paint pictures with vivid details as Dr. King did in his “I Have A Dream” speech. Include the “nightmare” and the “dream”.

CHOICE: What choice are you asking people to make? What form will their commitments take? Is it clear what they should do? Is it clear when they should do it? Is it believable that if they make the choice it can help lead to the vivid image of an outcome you painted?



COACHING TIPS: STORY OF NOW

DO coach each other on the following points:

- ☒ **THE CHALLENGE:** What is the specific challenge we face now? Did the storyteller paint a vivid and urgent picture of it? What details might make it even more vivid and urgent?
"The challenge wasn't urgent enough. Why not mention _____?"
- ☒ **THE OUTCOME:** What is the specific outcome if we act together? Is there a clear and hopeful vision of how the future can be different if we act now?
"The outcome could be even more hopeful if you described _____."
- ☒ **THE CHOICE:** Is there a clear choice that we are being asked to make in response to the challenge? How did the choice make you feel? (Hopeful?)
"What exactly are you asking us to do? When should we do it? Where?"
- ☒ **VALUES:** What values do you share with the story teller? Does the story of now appeal to those values?
"Instead of telling us to care, it would be more effective if you showed us the choice to be made by illustrating the way in which you value _____."
- ☒ **DETAILS:** Were there sections of the story that had especially vivid details or images (e.g. sights, sounds, smells, or emotions)?
*"The image of _____ really helped me feel what you were feeling."
"Try telling more details about _____ so we can relate to this shared experience."*

Record Feedback/Comments from Your Team Members Here:

Coaching Your Team's Story of Now: As you hear each other's stories, keep track of the details of each person's story. This helps you provide feedback & remember details about your team members later.

Name	Values	Challenge	Choice	Outcome

Tying Together all of the Pieces into a Successful Public Narrative

If I am not for myself, who will be for me?

When I am only for myself, what am I?

If not now, when? —Hillel, 1st century Jerusalem sage



To stand for yourself is the first step, but it's not enough on its own. You must also find or create a community to stand with, and that community must begin acting now. To combine the stories of self, us and now, you have to find the link between why you are called to this mission, why we as a community are called to this mission, and what our mission calls on us to do now.

That linking may require you to continually rethink the stories of self, us, and now that you are working on.

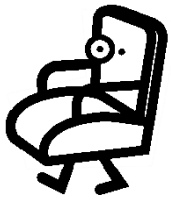
Public Narrative

Storytelling is a dynamic, non-linear process.

Each time you tell your story you will adapt it – to make yourself clearer, to adjust to a different audience, to locate yourself in a different context. As you develop a story of us, you may find you want to alter your story of self, especially as you begin to see the relationship between the two more clearly. Similarly, as you develop a story of now, you may find it affects what went before. And, as you go back to reconsider what went before, you may find it alters your story of now.

Storytelling takes practice.

Our goal is not to leave with a final “script” of your public narrative that you will use over and over again. The goal is to help you learn a process by which you can generate your narrative over and over and over again, when, where, and how you need to in order to motivate yourself and others to specific, strategic action.



TEAM BREAKOUT SESSION:

LINK SELF / US / NOW & ASK FOR COMMITMENT

GOALS

- Learn how to integrate your stories of self / us / now into a public narrative
- Ask for commitments by articulating a specific choice point for others to make

NOTE: It's more than an "ask;" it's a choice about whether someone's going to stay on the sidelines or dive in. It's an opportunity for them to join with you.

AGENDA

1. Take some time as individuals to **silently develop your "Linking Public Narrative" that includes a self, us and now.** Use the worksheet that follows.
2. Choose a partner. **Practice telling your public narrative for 3 minutes with 2 minutes feedback.** Be sure that you end by **asking for a clear commitment.**

WORKSHEET: LINK SELF / US / NOW & ASK FOR COMMITMENT					
SELF		US		NOW	
What experiences and values call you to take leadership?		What values and experiences do you share with the people you are speaking to?		Why is it urgent to find ways to support one another now? What is your strategy to overcome the challenges? What is the first step that each person can take with you?	
OUTCOME	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE	CHALLENGE
	CHOICE		CHOICE		
OUTCOME		OUTCOME		CHOICE –NOW!	

CREATING SHARED MEASURABLE ACTION

How do we bring our strategy to life?

SHARED MEASURABLE ACTION

Goals for this session:

- * Learn to shape tactics that **motivate** participants to want to come back and do more.
- * Get **commitments** from people to join you in action.

Where does action fit in?

The goal of action is to effectively mobilize and deploy resources in ways that build our power to win.

First, action should be strategic: it should make concrete, measurable progress toward campaign goals. The action should clearly communicate your vision to your target, the public, and the base you're mobilizing.

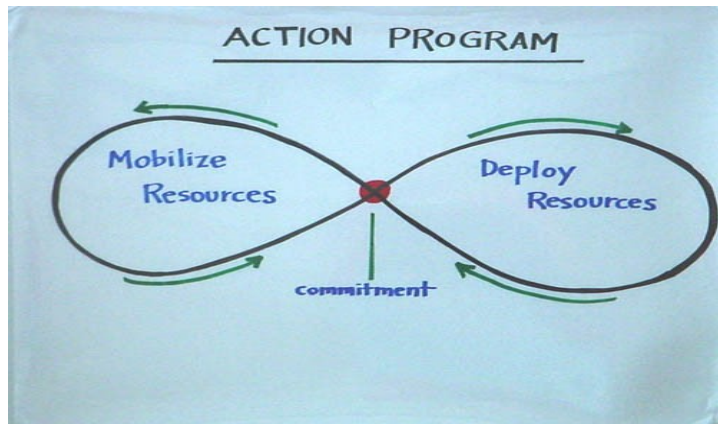
Second, action should strengthen your organization and attract and engage new people so that it increases our community's capacity to affect change in the future.

Third, action should support the growth and development of individuals involved in the campaign in order to build leadership. Without action, we cannot achieve these goals.



How can we engage in effective action?

There are two central components to effective action: *commitment* and *motivational engagement*.



Commitment

First, action requires that leaders engage others to make explicit **commitments** to achieve specific, measurable outcomes. We know that we cannot achieve our goals on our own. We need others to join us. When Dr. King marched from Selma to Montgomery, he did not march alone. He was joined by 600 other committed marchers. In fact, the march wasn't his idea—he was brought in by the organizers who reached out to him and got a commitment!

Getting clear commitments from others is essential. So why don't we always just ask? We are sometimes worried of burdening others, sometimes worried that they will say no and we'll feel rejected, and sometimes we are worried that they'll say yes and we'll then be more committed ourselves! Remember, though, that when you became involved, it was probably because someone asked you. In fact, when we ask someone to join us, we are often giving them the opportunity to engage in meaningful action that most people crave.

So how do we ask? When asking for commitments, it is essential that we use clear, concise language. Asking for commitments involves two straightforward steps:

- a. Explaining why the action you are asking another to take is important (drawing on your story of now).
- b. Explicitly asking the other person if you can count on them to engage in the relevant action (attending a meeting or event, taking responsibility for particular parts of a campaign or event).
 - a. "Can we count on you to join us in _____?"
 - b. "Will you join me in doing _____?"

Motivational Action Design

Second, for action to successfully engage others in a way that expands rather than depletes our resources, we need to design action mindfully. Once we have gotten a commitment from others to join us in action, it is important that they have a meaningful experience when they join us. If people don't feel like what they are doing is important, or they feel that they are being employed as automatons, or they do not grow and learn as they fulfill their commitments, then they are unlikely to come back to join us the next time we ask for a commitment.

Conditions For Motivational Volunteer Engagement

- *Meaningful*: the action is significant and makes a clear, meaningful difference in the world.
- *Autonomy*: people are given levels of responsibility according to their skills and abilities to achieve a particular outcome.
- *Feedback and Learning*: as I do the work I can see whether or not I'm doing it well and I get coaching from more experienced leaders so that I can improve.

These three experiences lead to greater motivation, higher quality work, and greater commitment. In designing and delegating action steps, then, the key is to commit people to engage in ways that facilitates such experiences.